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## NOTES FROM COMMITTEES

### COMMITTEE A (ACADEMIC FREEDOM AND ACADEMIC TENURE)

COLORADO SCHOOL OF MINES.—The somewhat acrimonious controversy which has grown out of the report on this institution published in the *BULLETIN* of May, 1920, has had interesting and important developments, culminating in a report by a legislative committee from which the following extracts are taken:

“ . . . Your Committee finds many opinions as to the efficiency or inefficiency of the school, but from personal observation and inspection of the institution, and personal contact with the student body, also through other sources of information that have come to us in our investigation, we have found that at this time the school is in excellent physical and moral condition, with the exceptions of a few physical defects in the Experimental Mill and Hall of Engineering.

“The Experimental Mill has never been completed and has apparently been neglected for lack of funds and interest taken, but we believe it can be and should be put in good condition, and is capable of being made of real service to the school, as well as to the mining interests of the State. . . .

“*The Faculty.*—Your Committee finds the present faculty to be harmonious and working energetically to maintain a high standard for the school. It is apparent, however, that at some time in past years there has been some friction among faculty members, but we have no recommendations to make regarding that matter, inasmuch as that condition is long past history.

“*The Student Body.*—The student body is composed of an intelligent and energetic body of young men, who give promise of great usefulness to the State and to the world. They give to the School of Mines and its administration, hearty endorsement and approval. This was evidenced to the Committee during our direct intercourse with them personally and without the presence or interference of any of the faculty members.

"Each of them that were asked about it said that he had come to the School of Mines because of its high reputation, and having been recommended to come, by some prominent man who knew about the school through the direct knowledge of facts.

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"The thorough consideration, by your Committee, of the five charges made against the State School of Mines, the Trustees and the President, has elicited the conclusion that the Trustees did not overstep any propriety in assuming jurisdiction occasionally. Their sworn duty to maintain the standing of their charge justified the judgment and action taken.

"It is not to be construed that in any instance did the Trustees assert their authority with the intent to usurp the rights already vested in the President or Faculty. The only one instance introduced occurred prior to 1917 and was authorized by Trustees not now active upon the Board.

*"Causes of Dismissal of President Parmelee.*—Evidence produced shows that a series of meetings had been held between the Board of Trustees of the School of Mines and Dr. Parmelee, with a view of trying to adjust the pending difficulty caused by a threatened strike of the students, and the Committee found that there was a lack of disposition on the part of both parties referred to, to cooperate and remedy this situation; but in view of the fact that the Board of Trustees are held in full accountability to the Governor and the people of the State for the administration of the school, they therefore must be recognized as the governing power under any and all conditions.

"Notwithstanding the fact that both the Board of Trustees and the President failed to exert every effort to settle the strike controversy, yet it rests within the province of the Board to refuse to reemploy the President or any member of the faculty.

*"Dismissal of Teachers Without Adequate Notice or Hearing.*—Your Committee finds that instances have occurred where the Board of Trustees have failed to retain the services of faculty members without giving said members sufficient notice of the contemplated action of the Board, and your Committee further finds that such action on the part of the Trustees is discourteous

and tends to the demoralization of the school, and should be discontinued, even though acting within their rights.

*“Lowering of Standards of Scholarship by President Alderson.*—This charge is a serious one, and is of vital concern to the best interests of the school. However, from the testimony brought before the Committee, it has not been able to determine that such charge is true. It seems that this charge is based wholly on ideas of grading, and the natural difference of opinion of individual teachers and the President may account for this. The testimony produced has not been sufficient to show to the Committee that there has been any material change, other than a few features of additional class work tending to raise the standard.

*“Exercise of Improper Pressure by President Alderson to Induce Teachers to Support his Policies or Further his Personal Interests.*—The Committee finds no evidence to sustain this charge.

*“Plagiarism.*—Dr. Alderson is charged with having used articles without the consent of the authors. We find insufficient evidence to justify the charge.

*“Bureau of Mines.*—The loss of the U.S. Bureau of Mines, to a mining State such as is Colorado, to our minds, is extremely serious and should have been avoided. The evidence shows that the management of the Bureau of Mines felt that they did not have the approval of, or the cooperation of, the Trustees or the President of the School of Mines, and because of this, there was apparently more or less friction. . . .

“It is our opinion that had proper diplomacy been exercised and a keen interest taken by the Board of Trustees and the mining men of the State, the removal of the Bureau of Mines from the State might have been avoided. . . .

*“Experimental Mill.*—Much has been said in the testimony in the way of criticism against the Experimental Mill at the School of Mines. This seems founded largely on the fact that some twelve or fourteen years ago a considerable sum of money was

provided and a great amount of personal effort was volunteered for the specific purpose of constructing an Experimental Mill at the School of Mines for the use in general research work, in connection with the student body, and the further working of complex ores, such as may be sought out and brought to the School of Mines for a determination of contents, first, of the metallic contents contained therein, second, the process of treatment by which the highest values might be extracted at the minimum cost.

"This criticism goes so far as to say that it was not a well thought-out plan in its very inception, and at no time was it possible to ascertain, through the combination of machinery there installed, results upon which one could rely or depend for an accurate determination of any problem whatever, either in hand or otherwise thought of. Much of the machinery at present installed is obsolete and of no use. The location was most undesirable and, generally speaking, little suited to the purpose for which it was designed. Also, that the railroad facilities were decidedly bad on account of inaccessibility to the main track, thus rendering it impossible to receive ore directly into the mill in car lots. So taken as a whole the mill was of no account and could not be put to any use that would benefit either the School of Mines or mining interests of the State.

"By reason of the very unfavorable criticism made upon the Experimental Mill, as heretofore indicated and as shown in the testimony, your Committee has given this question extended time in the consideration of the features complained of, and after a careful study of the entire condition from the very date of conception of the idea, following through the period of making plans and construction, and finally its use applied by the student body of the School of Mines, your Committee has become convinced that much of said criticism is unjustly made, for the reason that they surely could not have understood the use for which this mill was designed to serve, had it been completed in accordance with plans prepared.

"These plans were started on in the year of 1909, and some time thereafter were completed, and reduced copies were made and submitted to many colleges and persons throughout the world, asking for criticism on said plan, and after hearing from

these sources, the various suggestions were considered and worked into said plans as far as seemed practical until the end, when plans were finished and the construction started in accordance with same.

"The construction of said mill was started in about the year of 1912, and has been in the process of construction in one way or another ever since; it was only partially completed when it was pressed into use, and has never been finished according to the plans prepared, chiefly for the reason that the funds provided were insufficient to complete the job. So it has been used in its unfinished condition ever since.

"Dr. Alderson left the School of Mines in the year of 1913 and returned in the year of 1917, during which interval it has been shown that the experimental mill had been sorely neglected and no effort made looking toward the full completion of the plant, as originally suggested. Since Dr. Alderson's return in 1917 there have been minor improvements and changes made, but nothing to indicate that the proper interest in this was being taken by any one looking toward its completion and rehabilitation, in order to meet the various uses it could be put to in the education of the people and the development of resources of our State. . . .

"*Dr. Alderson.*—It appears to this Committee that the President, Dr. Alderson, is the storm center of criticism of the administration of the School of Mines and that much of the antagonism to him is shown by the older members of the alumni, who feel that because of his administration, the grade of the school and its value to the mining interests of the State has greatly deteriorated. Also, some of the former members of the faculty of the school charge him with methods that are harmful to the discipline of the students, such as changing of grades and interference with faculty members.

"Your Committee finds that Dr. Alderson was President of the School of Mines from 1903 to 1913, at which time he was relieved from that position; that from 1913 to 1917 the school had three presidents, and the evidence shows that during that interval matters at the school went from bad to worse; that to rectify matters the Board of Trustees sought long and faithfully to secure a competent man who would take the position and restore the school to its former standing and usefulness. After weeks

of searching for a competent man it was finally decided to ask Dr. Alderson to come and take the place, which, after much urging, he consented to do. The evidence shows no trace of a conspiracy in this action of the Board.

"Your Committee feels that it is not within its province to seek for evidence as to the character of the administration of Dr. Alderson during his first term as President, or to trace his business career during the years he was not at the School of Mines, unless there have been shown breaches of honorable conduct, which have not been established.

"The record of the school since 1917 has shown a steady growth in attendance, and your Committee has found no evidence of improper conduct in the administration of the affairs of the school since that time.

"There may have been disagreements with some of the faculty as to matters pertaining to the school, and a difference of opinion as to discipline have arisen. To the Committee it seems that these have been magnified in the minds of some of the faculty to such an extent that it is probable that it would be but that if such a condition should occur either the faculty member or the President should be dismissed, but in such a case we believe the Board of Trustees should be the sole arbiters, and this will apply to all charges made along that line.

"It is the opinion of the Committee that the President of the School is responsible to the Trustees as to the matters of discipline, therefore, the President should have the right to participate in the disciplining of the school, and thus maintain proper control.

"The general criticism of President Alderson on his oil shale investigation, and his reports on same through his book and bulletins has been shown by the testimony to have been founded upon his optimistic ideas and representations, through which there was likely to be created an impression tending to serve in directing an innocent investor to be guided in his operations and investments by his confidence in the author, because of his position as President of the School of Mines.

"Your Committee hardly feels competent to definitely judge as to the merits of the said book and bulletins issued on oil shale, but the fact remains, that, throughout research work of any kind or nature, where there is any likelihood or possibility of

creating or establishing an industry of the importance that the oil shale development promises, it is the opinion of the Committee that any person or persons who may enter the field of investigation or research, in all fairness, should justly be given latitude, in support of any optimistic theory, which might be submitted under a condition not yet determined.

"While it appears that President Alderson may have been over-optimistic in his report on this industry, it is shown that while it is yet in its infancy, it promises much for the State in the future, and President Alderson or any other pioneer in this matter should have encouragement and not criticism.

*"Trustees.*—The Board of Trustees is criticized for its action in reinstating the student body that went on strike in 1917. This Committee is not informed as to the merits of that strike, nor the terms of reinstatement, but the evidence shows that at that time the affairs of the school were in a deplorable condition.

"Under these circumstances, the Committee believes that the Board was not only acting within its rights, but it was the duty of said Board to do all in its power to effect a reconciliation of the differences between the faculty and the student body, and to reorganize the school on a working basis.

"Your Committee finds that the management of the School of Mines by the present Board of Trustees is highly efficient, and no well-grounded criticism can be made as to the character, qualifications, or energetic efforts of the members of the Board to promote the best interests of the institution; but your Committee feels that it would be fitting and proper to have a larger representation of the mining industry on the Board.

"Practically all of the criticisms made on the institution result from actions and conduct of officers and members of the Board of Trustees who were in control several years prior to the time the present incumbent assumed office.

*"Recommendations.*—The Committee believes, from the ideas and opinion of mining men that have come to it, that the purpose of the School of Mines is to assist in the development of the mining interests of the State principally, and the oil industry incidentally, and to that end we believe the efficiency of the school may best be advanced by having competent mining men on the Board. There should be, in our judgment, at least three men on



the Board who are vitally interested in general mining and milling.

"Again, the presence of a citizen of Golden seems to be a source of dissatisfaction, and while not questioning in the least the efficiency, integrity, and devotion to the best interests of the school, of the present member from that city, your Committee would suggest that in the reorganization of the Board, if that be decided upon, the members should be selected from elsewhere, in order that no local influence may prevail.

"Your Committee, however, by reason of its investigation, is unanimously of the opinion that this and all of the state schools should be controlled by one governing body that will have the power to coordinate the activities of the various schools, retaining the individuality and identity of each. . . .

"In conclusion, your Committee finds that the management and administration of the School of Mines is efficient, the trustees, officers, and faculty competent, well qualified, and trustworthy, and that the institution, members, officers, faculty, and trustees are entitled to the support, respect, and encouragement of the citizens of this State, the alumni of the institution, and the general public.

"Your Committee is of the opinion that the institution will flourish and its excellent reputation be maintained if it receives the encouragement and patronage to which it is so justly entitled."

It will be noted on careful reading that, while the report in form is complimentary—not to say flattering—to the President and trustees of the School of Mines, the criticisms underlying the report of our sub-committee and the need of radical changes are recognized, affording some basis for the hope that the necessary improvements will be made. That such a "not proven" report should be jubilantly greeted by the section of the Colorado press friendly to the trustees as a complete vindication is sufficient evidence if any were needed of the value of the investigation our committee has made.

### COMMITTEE B (METHODS OF APPOINTMENT AND PROMOTION)

The chairman having resigned in connection with his transfer to the presidency of Clark University, T. H. Morgan, of Columbia University, has been appointed in his place.

An interesting communication from the Smith College Local Branch (see page 25) has been referred to the Committee.

### COMMITTEE D (RELATION OF VOCATIONAL TO GENERAL EDUCATION)

The membership of this committee has been appointed as follows: Chairman, Lucile Eaves (Sociol.), Simmons; E. C. Barker (History), Texas; S. L. Bigelow (Chem.), Michigan; E. F. Buchner (Educ.), Johns Hopkins; A. M. Cathcart (Law), California; G. H. Chase (Archeol.), Harvard; S. S. Colvin (Psychol.), Brown; T. de Laguna (Philos.), Bryn Mawr; E. C. Franklin (Chem.), Stanford; H. S. Fry (Chem.), Cincinnati; W. P. Graham (Engin.), Syracuse; C. H. Grandgent (Rom. Lang.), Harvard; W. M. Hart (English), California; G. O. James (Astron.), Washington (St. Louis); A. H. Lloyd (Philos.), Michigan; W. F. Magie (Physics), Princeton; C. F. Park (Engin.), Mass. Inst. Tech.; W. B. Pillsbury (Psychol.), Michigan; H. C. Sadler (Naval Arch.), Michigan; W. M. Wheeler (Zool.), Harvard; A. C. Whitaker (Econ.), Stanford; F. C. Woodward (Law), Chicago.

### COMMITTEE G (METHODS OF INCREASING INTELLECTUAL INTEREST)

The Chairman of this committee has accepted a college presidency and will be succeeded as chairman by E. H. Wilkins of the University of Chicago.

### COMMITTEE P (PENSIONS AND INSURANCE)

The new chairman of the Committee has been in correspondence with the officers of the Carnegie Foundation and calls attention to a letter recently issued by Chairman Vanderlip of the trustees

of the Teacher's Insurance and Annuity Association to policy-holders, reading in part as follows:

" . . . the most important question before the policy-holders is, therefore,—How can the board of trustees be organized so as to secure in the highest degree safety, the most fruitful financial outcome, efficiency of management, and policies most suitable to the needs of teachers.

"The board of trustees of the Teachers Insurance and Annuity Association contains sixteen members, four being elected each year. The board must include at least the following groups:

(1) A group of men of the actuarial type, familiar with the principles and theory of insurance and of annuities.

(2) A group of financial men in touch with the economic conditions of the country and able to select sound investments.

(3) A group of business men competent to advise with respect to questions of administration, business procedure, and legal obligation.

(4) A group representing the teachers of the United States and Canada.

"It is to be remembered in addition that in order to secure the service of such trustees, most of them must reside within a convenient distance from the place of meeting. Long experience has shown that trustees, whether of business groups, or of philanthropic institutions, cannot be induced to come regularly to meetings held at a long distance from their homes.

"It is proposed now that group four be chosen by the policy-holders. Let us be entirely clear as to what such trustees can contribute. They cannot take the place either of the actuarial group, or of the financial group, or of the business group. The function of such a group would be to represent on the board of trustees the point of view of the insured, who is in this case the college teacher. More clearly than any other group of men they would bring before the board of trustees the conditions, needs, and desires of the men and of the women for whom the Association exists. It is for this reason that such a group should be included in the governing board of the company. But it ought not for a moment to be assumed that a group thus chosen can do the work of the actuarial, of the financial, or of the business group. Having in view these general considerations, the Association now calls upon its policy-holders for an expression concerning the following matters:

(1) Will an arrangement by which four of the sixteen trustees shall be chosen by the policy-holders meet their wishes as to representation on the board?

(2) Will it be acceptable to the policy-holders if Dr. James R. Angell, President of the Carnegie Corporation, which owns the stock of the Teachers Insurance and Annuity Association, shall designate a group of policy-holders to meet in New York and recommend a practical arrangement whereby the policy-holders may exercise their choice?

(3) Will policy-holders suggest any other arrangement than that

indicated above which may seem to them more feasible and better suited to the purpose?"

The group of policy-holders selected under (2) met in New York on Friday, May 20.

A review of the annual report of the Carnegie Foundation will be found on page 48.

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### COMMITTEE R (ENCOURAGEMENT OF RESEARCH)

The chairman writes:

"The avowed policy of most American universities is to educate vast numbers a little. The public does not realize what scant time this leaves to an American professor for writing and research. Two letters kindly written at the request of this committee and printed below show that a typical French professor may count on approximately one-third of his time while the university is open, for writing and research. Besides this he has Sundays and his vacations. Any one acquainted with American practice will see that conditions are more difficult here."

(Translated from the French by A. C. L. Brown.)

UNIVERSITY OF RENNES,  
RENNES, 5 March, 1920.

#### FACULTY OF LETTERS.

*Dear Sir,*—I send you the information that you request. You may, if you think proper, publish it over my name and with my title of Dean and *Correspondant de l'Académie des Inscriptions et Belles-Lettres*.

Each member of the teaching staff of our universities, whether he be Professor, Assistant Professor, or Instructor, teaches three hours a week. He has therefore to prepare for these three hours of teaching. The subjects of his course change every year, and he must therefore, especially in the Faculty of Letters, devote a good many hours to this preparation. Besides, he must correct the students' themes. They hand in at least one each month to each professor. This task is very unequal, varying according to the number of students in each faculty, although the number of professors ordinarily bears some sort of relation to the number of students. At Rennes, for example, I am the only one who teaches Greek. I have twelve pupils who are preparing for the license and four who are preparing for the *agrégation*. This gives me an average of sixteen themes to correct each month, and is not an excessive task. The correction of themes, although the number of professors is greater, is far heavier at Paris, for example, where the students in my specialty of Greek may be counted by hundreds.

Approximately what time remains to a professor for his writing and research?

First, the vacations: eight days at Christmas, fifteen days at Easter, three months in the long vacation.

Second, while the university is in session. This is a period of thirty-six weeks from which must be deducted six weeks occupied by examinations (at Rennes, thirty-eight hundred candidates take the *examinations du baccalauréat*). We may perhaps assume that three hours of lectures per week, preparation for these lectures, and correction of students' themes absorb altogether three days a week. Four days a week remain, therefore, or a total of about 120 days while the university is in session, for a professor's own work. If he rests Sunday, he has but 90 days.

But I repeat that everything depends upon the number of examinations which one has to prepare and which may intrude upon these 90 days. At Paris, for example, where there are a great many examinations for the *diplôme d'études supérieures* and the *doctorat d'État* (which require many hours of work), the number of hours which a professor has at his disposal may be much reduced.

As for administrative duties, they are not very distracting in France, thanks to our excessive centralization. All questions of a general character are studied and settled by the *Ministère*; all questions relating to the particular university are studied by the Council of the University and by the *Recteur*; questions relating to a particular faculty are referred to the Dean. He does not concern himself with them, however, except in cases where they cannot be settled by the Secretary of the Faculty. Excepting in examination periods when a dean must sign some documents and make a few reports, his administrative duties do not absorb at most more than one hour a day. The administration of a faculty does not therefore seriously interfere with the time which a dean has at his disposal for his own writing and research.

If you desire further information upon particular points I shall be glad to write further.

Cordially yours,

(Signed) G. DOTTIN.

To A. C. L. Brown.

SOCIÉTÉ DES AMIS DE L'UNIVERSITÉ DE STRASBOURG  
SÉCRÉTARIAT: 2, RUE GEILLER, A STRASBOURG

STRASBOURG, March 5, 1920.

Prof. A. C. L. BROWN,  
Northwestern University,  
Evanston, Illinois.

Dear Mr. Brown,—Why shouldn't I tell the average time spent, in a week of my pre-war Parisian life, in research and writing? Here is a schedule to which, of course, there was no strict adherence, but which,

*in the main*, corresponds pretty closely to the use I tried to make of my hours.

Monday. Writing for myself.

Tuesday. Writing for myself.

2-6 Bibliography (perusing periodicals for bibliographical record).

Wednesday. 9-12 and 1-5 Bibliothèque nationale.

Thursday. 9-12 Office hours for students.

2-7 and 9-12 Preparation of lectures.

Friday. 8-12 Preparation of lectures.

4.30-5.30 *Public lecture*.

Saturday. 9-10 *Research course for advanced students*.

10.15-11.15 *Explanation of authors for students preparing for the agrégation*.

I do not include (with one exception) the possible night hours, when correcting essays and proofs, preparing for a "doctorat" examination, were the small fry intruding upon one's busy leisure.

What I may state is, that for three years I reckoned five to ten hours of preparation for one hour of public, or "closed," lecture. This, of course, diminishes as experience increases and matter already employed may be brought forward again. As a matter of fact, the administrative part was reduced to nearly nothing; here, on the contrary, where we have much to organize, I feel that (at least this first year) too much time is spent on committees and advisory boards. But it is very interesting to lay the foundations of a new order.

. . . . .

Yours sincerely,

(Signed) F. BALDENSPERGER.

*Formerly Professor of Comparative Literature in the University of Paris, now Professor in the University of Strasbourg.*